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ABSTRACT

The purpose of this 1979 study was to determine the ethnic origin and sex of faculty members and of doctoral students in universities offering advanced degrees in health, physical education, or recreation. It was suggested that such data may be used by institutions to determine future work force availability and to formulate affirmative action plans. Data gathered were used to determine the composition of the pool of qualified candidates for teaching and research positions. Questionnaire responses were received from 71 department heads of health, physical education, and recreation programs. Results gathered from the Equal Employment Opportunity Survey of Current Faculty and Doctoral Students in Health, Physical Education and Recreation yielded the number of male and female doctoral students and faculty members, by area of specialization, who were American Indian or Alaskan Native, black (not of Hispanic origin), Asian or Pacific Islander, Hispanic, and white (not of Hispanic origin). Tables present availability figures on: (1) doctoral students and faculty in health, physical education, and recreation; (2) doctoral students and faculty, by area of specialization, in health; (3) doctoral students and faculty, by area of specialization, in physical education; and (4) doctoral students and faculty, by area of specialization, in recreation. A discussion is presented on conclusions and recommendations drawn from this data. (JD)

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AN AFFIRMATIVE ACTION AVAILABILITY ANALYSIS FOR PHYSICAL EDUCATION

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THE ACADEMIC JOB MARKET

The academic job market has several unique characteristics that distinguish it from other labor markets and which make it difficult to closely estimate availability pools and set accurate goals for affirmative action.

One such characteristic, in relation to the hiring of faculty, is that universities often seek applicants with highly specialized training and experience. Not only do most universities seek individuals with doctorate degrees in a particular academic discipline, but the recruiting department will often require additional training in a sub-specialty as well. This can drastically narrow the pool of acceptable, available applicants and, especially in the case of minorities, often limit that pool to very small numbers.

Another important consideration is the quality of the graduate school from which a potential applicant has received training. Major research institutions usually have a relatively small number of colleges or universities from which they traditionally recruit. This number is further reduced when recruiters seek out individual departments which are distinguished in the particular specialty for which a faculty member is being sought.

Furthermore, due to the fact that many young faculty members were hired during the 1960's, there are fewer vacancies available to be filled by women and minorities. Add to this the declining enrollment in colleges and universities and the corresponding tightening of the university budgets, and the problem of actually meeting affirmative action goals becomes even more difficult.

A good affirmative action plan for faculty employment should contain: (1) a work force analysis, (2) an availability analysis, and (3) a determination of goals and timetables. A work force analysis involves the institution compiling data on the racial, selected ethnic, and gender composition of its faculty by department and rank for the past 3-5 years. The availability analysis is a compilation of data regarding pools of qualified persons of race, selected ethnic groups, and sex for each academic field. An institution then sets affirmative action goals and develops an affirmative action timetable by comparing its work force analysis with its availability analysis. This study provides the availability analysis for institutions of higher education for personnel in health, physical education, and recreation.

Purpose of Study

The purpose of this study was to determine the ethnic origin and sex of faculty and doctoral students in the universities offering advanced degrees in health, physical education or recreation (N = 100). The data gathered were used to determine the composition of the pool of qualified candidates for teaching and research positions in these departments for the institutions surveyed. These data will enable the hiring officials within these departments to establish realistic hiring goals in line with current and projected availability of personnel.

Methodology

The data for this study were gathered during April and May 1979 by department heads completing the Equal Employment Opportunity Survey of Current Faculty and Doctoral Students in Health, Physical Education and Recreation. This questionnaire yields the number of male and female doctoral

students and faculty by area of specialization who are American Indian or Alaskan Native, Black (not of Hispanic origin), Asian or Pacific Islander, Hispanic, and White (not of Hispanic origin). Data were collected about doctoral students and faculty members in order to obtain raw data regarding current and projected numbers of individuals in each availability pool within each area of specialization.

The sample was limited to university departments offering doctoral degrees in health, physical education or recreation since virtually all tenure-track positions in higher education institutions require a doctoral degree as a minimum qualification for employment. This listing appeared in the September, 1974 Journal of Health, Physical Education and Recreation of all colleges and universities that offer doctoral degrees in health, physical education and recreation.

Results

The questionnaire was distributed to department heads in health, physical education, and recreation (N = 100) during the Spring of 1979. Seventy-one percent (71%) returned completed questionnaires to be included in the data analysis. The seventy-one completed questionnaires represent a response rate in health of 54.3% (N = 19), in physical education of 78.4% (N = 40) and in recreation of 85.7% (n = 12).

The data in Table 1 reveal a similar percentage of males (60%) and females (40%) in health, physical education, and recreation for faculty members and doctoral students. However, the percentage of available professionals who are members of an ethnic minority may increase in the future since 11% (n = 165) of the doctoral students are members of an ethnic minority as opposed

to 5.7% (N = 79) of the faculty at the time of this study.

A review of the data by academic discipline reveals that males on recreation faculty represent a far larger proportion of the total faculty than in the other two areas. The same holds true at the doctoral level, however, there is less disparity at that level. At the doctoral level, health has the most equitable sex distribution (52.6% males and 47.4% females) and the largest percentage of minority members (12.3%).

A comparison of availability by sex and ethnic minority for the doctoral students provides sufficient variability by academic discipline to necessitate developing affirmative action hiring goals at the department level by academic discipline rather than combining the three disciplines in order to establish hiring goals.

Insert Table 1 about here

With reference to Table 2 in the discipline of health there are no minority doctoral students or faculty, either male or female, in safety education. Of the 17 individuals in this area there are only three females, all of whom are doctoral students.

While male faculty in community health out number female almost two to one, there are about the same number of female doctoral students in this area as males. Thus the prospects for being able to hire women in this area in the future are good. Of the male doctoral students who should be available, the Black and Asian minorities are well represented, thus predicting an optimistic trend in affirmative action hiring in community health in the future.

While the current status of the faculty in the general field of health is

not particularly good in terms of sex and ethnic minority, the doctoral students in that area reflect an almost even breakdown by sex. A majority of the doctoral students are white, but there are a comparably large number of Blacks (N = 21) in general health doctoral programs across the country.

Insert Table 2 about here

In the academic discipline of physical education the breakdown by areas of specialization reveals very few faculty who are members of an ethnic minority. The largest number by far are Black (N = 38); however, faculty members with a minority ethnic background represent only 5.8% of all faculty in physical education. The number of doctoral students who are members of an ethnic minority is equally small with the majority being Black. The data on the doctoral students reflect a larger number of students with an Asian ethnic background (N = 29); however, doctoral students with a minority ethnic background represent only 10.0% of the total number of doctoral students in physical education. The largest number of ethnic minority doctoral students in physical education are in the administration area of specialization (N = 27) with the next highest number in exercise physiology (N = 15). Within the faculty the largest number of ethnic minorities are in the specialty areas of sport skills (N = 14), general physical education (N = 12), and coaching (N = 8).

While the percentage of male and female is similar for doctoral students and faculty in the academic discipline of physical education, a review of the data by area of specialization reveals some interesting facts. Females outnumber males in the adaptive area of both the doctoral student and faculty levels, and a larger number of females are choosing doctoral study in administration

and exercise physiology. In biomechanics, curriculum and motor learning male doctoral students outnumber female. In the curriculum area this represents a reversal from the situation of the faculty where females outnumber males. Considering the large number of areas of specialization and the variability within them, it appears that the affirmative action hiring goals in physical education might more appropriately be established at the level of areas of specialization rather than for the entire department as a unit.

Insert Table 3 about here

The female faculty of the academic discipline of recreation are under-represented; however, some progress in this area appears possible when the data on doctoral students is reviewed. This apparent gain is only in the general recreation area of study and not in other areas of specialization. The number of ethnic minority members on recreation faculty is low with only meager improvement reflected in the data on doctoral students. Only 18 members of an ethnic minority are pursuing doctoral degrees in recreation as determined by the 12 schools (85.7% rate of response) who returned completed questionnaires for inclusion in this study. In addition, there are only 6 members of an ethnic minority on recreation faculty of the departments surveyed.

Insert Table 4 about here

CONCLUSIONS AND RECOMMENDATIONS

1. Women and minorities available in the workforce appear to fluctuate from year to year. The past five years has seen an increase in the relative representation of these groups for doctorate recipients. Therefore, in order for availability

data to be meaningful, surveys should be conducted at least every two years.

2. After reviewing the data from this and other studies, it appears relevant that the unit of analysis be at least as small as the department. In larger departments, breakdowns by area of specialization may even be appropriate.

3. A distinction that appears relevant, not only for faculty but for doctoral students as well, is the breakdown of minorities by specific ethnic background and sex. Wide differences were observed among the five ethnic groups addressed - American Indian/Alaskan Native, Black/Non-Hispanic, Asian/Pacific Islander, Hispanic and White/Non-Hispanic, in relation to their representation among doctorate recipients and faculty in Physical Education, Health and Recreation. A more detailed analysis of the minority members' utilization by specific ethnic background is needed, not only for fundamental fairness in hiring, but for complying with the more stringent affirmative action requirements of the government.

Analysis by sex among minority groups is also appropriate. These data revealed that in most fields, minority women are represented less than their white counterparts.

4. When compiling availability data, personnel in colleges and universities should develop lists of institutions considered acceptable and relevant for the particular employment requirements of the institution. Availability figures become more relevant and useful when the data are realistic to the recruiting department. This suggests that personnel in colleges and departments should work with the university Affirmative Action Office in compiling lists of recruitment institutions and in developing other recruiting methods that are relevant for

their particular employment requirements.

5. Goals should be set by colleges and departments individually in accordance with general university goals and timetables. At this level department heads and college deans can more accurately estimate vacancies and turnover and therefore set goals that are more realistic for their sector. The college or department is also more aware of the specific recruiting possibilities for its own discipline in comparison with the sex and ethnic background composition of its current faculty. The college or department can more carefully monitor recruiting, promotions, and tenure in developing an appropriate affirmative action plan.

6. The data collected suggests that more innovative recruitment avenues may need to be opened for the employment of minorities and women. In some fields, where head counts of graduating doctoral students are low, institutions seeking faculty for those departments may need to tap outside sources in order to meet their affirmative action goals.

It is also essential to know the number of tenure-track faculty who apply for tenure and the number who gain tenure categorized by sex and ethnic origin. A knowledge of the number of positions filled, categorized by sex and ethnic origin in all universities and colleges each year would enhance the data base.

If availability figures are low and not a true representation of women and minority personnel, then goal setting for females and minorities will be low. As a result universities and colleges may not be making a concerted effort to recruit and fully consider women and minorities when they fill available positions.

TABLE 1

Availability Figures of Doctoral Students and Faculty in Health, Physical Education and Recreation, 1979

Doctoral Students

	TOTAL	MALES		FEMALES		ALL MINORITIES	
		N	%	N	%	N	%
Health	365	192	52.6	173	47.4	45	12.3
Physical Education	933	579	62.1	354	37.9	102	10.9
Recreation	207	136	65.7	71	34.3	18	8.7
TOTAL	1505	907	60.3	598	39.7	165	11.0

Faculty

	TOTAL	MALES		FEMALES		ALL MINORITIES	
		N	%	N	%	N	%
Health	228	147	64.5	81	35.5	13	5.7
Physical Education	1037	616	59.4	421	40.6	60	5.8
Recreation	119	94	79.0	25	21.0	6	5.0
TOTAL	1384	857	61.9	527	38.1	79	5.7

TABLE 2

Doctoral Students and Faculty by Area of Specialization in Health, 1979

DOCTORAL STUDENTS

	American Indian/ Alaskan Native		Black/ Non-Hispanic		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
General*	0	1	11	10	1	1	0	1	154	137	166	150
Community Health	0	0	8	4	4	3	1	0	4	13	17	20
Safety Education	0	0	0	0	0	0	0	0	9	3	9	3
TOTAL	0	1	19	14	5	4	1	1	167	153	192	173

FACULTY

	American Indian/ Alaskan Native		Black/ Non-Hispanic		Asian/ Pacific Islander		Hispanic		White/ Non-Hispanic		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
General*	0	0	0	2	0	0	0	1	116	63	116	66
Community Health	0	0	6	0	1	1	1	0	17	14	25	15
Safety Education	0	0	0	0	0	0	0	0	5	0	5	0
TOTAL	0	0	6	2	1	1	1	1	138	77	146	81

*Figures may include unreported specialty areas.

TABLE 3

Doctoral Students and Faculty by Area of Specialization in Physical Education, 1979

	DOCTORAL STUDENTS												FACULTY											
	American Indian/ Alaskan Native		Black/ Non-Hispanic		Asian/ Pacific Islander		Hispanic		White/ Non-Hispanic		TOTAL		American Indian/ Alaskan Native		Black/ Non-Hispanic		Asian/ Pacific Islander		Hispanic		White/ Non-Hispanic		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Adaptive	0	0	3	0	1	0	0	0	5	14	9	14	0	0	0	0	0	0	0	0	13	17	13	17
Administration	0	0	12	5	4	3	2	1	83	55	101	64	0	0	0	1	0	1	0	0	22	6	22	8
Biomechanics	0	0	2	0	3	0	1	0	19	4	25	4	0	0	0	0	1	0	0	1	8	9	9	10
Coaching	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	0	0	0	0	22	1	30	1
Curriculum	0	0	3	0	2	0	0	0	15	14	20	14	0	0	4	1	0	0	0	0	1	6	5	7
Dance	0	0	0	2	0	0	0	1	1	12	1	15	1	0	0	6	0	1	0	1	7	9	8	17
Elementary	0	1	1	1	0	0	0	0	0	1	1	3	0	0	0	1	0	0	0	0	2	3	2	4
Exercise Physiology	0	0	6	1	6	0	1	1	90	61	103	63	0	0	0	0	0	0	2	1	34	6	36	7
General*	0	0	1	4	1	1	3	2	233	115	238	122	1	0	8	1	1	0	1	0	422	327	433	328
History/ Philosophy	0	0	3	1	1	1	0	0	6	4	10	6	0	1	0	0	0	0	0	0	4	2	4	3
Measurement & Evaluation	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	9	1	9	1
Motor Learning	0	0	1	1	3	0	1	0	40	27	45	28	0	0	1	0	0	0	0	0	10	7	11	7
Psychology/ Sociology	0	0	1	1	1	1	0	0	13	17	15	19	0	0	1	0	0	0	0	1	8	0	9	1
Sports Skills	0	0	0	0	0	0	0	0	0	2	0	2	2	0	5	1	6	0	0	0	12	9	25	10
TOTAL	0	1	33	16	23	6	8	5	505	326	569	354	4	1	27	11	8	2	3	4	574	403	616	421

*Figures may include unreported specialty areas.

TABLE 4

Students and Faculty by Area of Specialization in Recreation, 1979

DOCTORAL STUDENTS

	American Indian/ Alaskan Native		Black/ Non-Hispanic		Asian/ Pacific Islander		Hispanic		White/ Non-Hispanic		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
General*	0	0	0	4	1	2	1	0	74	51	76	57
Leisure Services Administration	0	0	2	0	0	0	2	0	23	3	27	3
Resources Development	0	0	1	0	1	0	0	0	18	2	20	2
Therapeutic Recreation	0	0	2	1	1	0	0	0	10	8	13	9
TOTAL	0	0	5	5	3	2	3	0	125	64	136	71

FACULTY

	American Indian/ Alaskan Native		Black/ Non-Hispanic		Asian/ Pacific Islander		Hispanic		White/ Non-Hispanic		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
General*	0	0	0	0	0	0	0	0	47	16	47	16
Leisure Services Administration	1	0	1	1	0	0	0	0	23	0	25	1
Resources Development	0	0	0	0	0	0	1	0	15	3	16	3
Therapeutic Recreation	0	0	0	2	0	0	0	0	6	3	6	5
TOTAL	1	0	1	3	0	0	1	0	91	22	94	25

*Figures may include unreported specialty areas.